May 13, 2015

Dr. Wai-Ying Chow

Dr. Christina Chhin

Dr. Rebecca Kang McGill-Wilkinson

Institute of Education Sciences

Washington, DC

Dear Dr. Chow, Dr. Chhin, and Dr. Kang McGill-Wilkinson,

We write to state our intent to apply for $1,400,000 from the Institute of Education Sciences (IES) to support a three year replication and expansion of a study entitled “Powering Up Secondary Writers to Learn About Their Communities Through Place-Based Science in the Southern Tier.” We intend to apply for the Effective Teacher and Teaching grant and focus on goal three that target efficacy and replication.

Our research team consists of faculty from three State University of New York (SUNY) institutions of higher education (Fredonia, New Paltz, and Jamestown Community College) brought together by a SUNY 4E (Energy, Environment, Economics, and Education) Network of Excellence grant in 2014 to initiate a research study targeting middle school student writing. Together, we hope to continue to investigate academic writing in both middle and high schools in Western New York State through a larger 4E Network of Excellence grant ($135,000) during the 2015-2016 academic year. We are awaiting notification of these funds to continue our collaboration. By providing professional development to science and social studies teachers on writing skills using geospatial reasoning and place-based science, our research team hopes to show student gains in academic writing at the middle and high school levels. If funded, professional development would be provided to a cohort of approximately 70 teachers this summer. The targeted teachers would implement evidence-based practices in writing in the fall and student-writing samples would be collected and analyzed in the spring of 2016.

The Effective Teacher and Teaching funding would allow us to replicate and extend the SUNY research team’s study of evidence-based practices in academic writing in typical secondary classrooms. The initial funding would be used to establish and replicate the professional development for science and social studies teachers first in New York State then nationally in the first year. In year two, the research team would collect student writing samples from teachers who received the IES funded professional development and compare it with those that were supported by typical school district professional development. Year three of the grant would be used for data analysis of the replication study.

We welcome your invitation to submit a full proposal to IES.

Dr. Michael Jabot Dr. Kathleen Magiera

Professor Associate Professor

Department of Curriculum & Instruction Department of Curriculum & Instruction